
Process for Writing School-Wide Rubrics

Westerly High School

Explanation and Considerations for Use

This is one school's process for writing school-wide rubrics and can be a useful model for any school attempting to write/refine school-wide rubrics. This tool describes steps for writing rubrics and offers a template for rubrics with descriptions of indicators. Remember that this is only one way to write rubrics; you may modify this procedure or use a different procedure.

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<http://www.ride.ri.gov/highschoolreform/dslat/>
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Westerly High School Professional Development Day Writing School Wide Rubrics

1. All rubrics must be analytical and not holistic. You will need to write narrative descriptions for the highest to lowest levels of performance for each individual attribute (criteria) as opposed to the collective attributes.
2. Identify specific observable attributes that you expect to see (as well as those you do not want to see) your students demonstrate in their product. Specify the characteristics, skills, or behaviors that you will be looking for, as well as common mistakes you do not want to see.
3. The criteria you select should only reflect the learner outcome you are measuring. For example, if you are writing a rubric for learner outcome *1.09* which reads “*the student is able to organize and convey information in the form of an informational report, persuasive writing, and procedures*”, you should only select criteria specific to that outcome such as using a text structure appropriate to the controlling idea, using precise and descriptive language that clarifies and supports intent, or commenting on the significance of the information. You do not have to include criteria such as grammar. There will be a separate school wide rubric that covers grammar. So, for example, if you assign a paper in your class that you want students to complete for the purpose of organizing and conveying information in the form of an informational report and for the purpose of having the student demonstrate his or her command of appropriate English conventions, as well as for a number of other possible outcomes, then you will use the rubrics that specifically measure those outcomes. This will ensure that students receive multiple opportunities to show their proficiency in each of the learner outcomes through projects and assignments that are not too narrow in focus. In addition, if you wish to add a component for which there is no school wide rubric or for the purpose of assigning a grade in your class, that is up to you.
4. When writing a rubric for a learner outcome that is referenced to either a Grade Span Expectation (GSE) or a New Standards strand (NS), please refer back to the appropriate documents to find the appropriate and necessary elements that need to be included in the criteria portion of the rubric. The GSE’s and the New Standards both describe in great detail what constitutes proficiency in each of these particular learner outcomes.
5. Each descriptor must parallel all the others in terms of criteria language used in each sentence. In addition, change in quality from performance level to performance level must be equal in order to reflect continuity.
6. Try to stay away from using purely quantitative descriptions such as “shows four elements of ...” or “shows one element of ...” when establishing criteria unless it is absolutely essential. Description should be more qualitative.

7. Remember that these are rubrics that will be used school wide. They must be written so that they can be generally applied in all academic areas. At the same time they must be written so that they are precise in measuring the specific learner outcome. For example, the mathematics outcomes involve performing very specific functions or demonstrating very specific skills. The tasks that a student may have to complete involving these very specific functions may include a single word problem in a mathematics class, or a piece of an Applied Learning project in a science class where this one particular outcome is embedded in the larger task (project).
8. The number of criteria that each rubric has will depend on what you are measuring. Most learner outcomes will have a number of criteria that must be measured, but some are so specific that they may only have one or two criteria that must be measured.

Westerly High School: School Wide Analytical Rubric Template

| | EXEMPLARY | PROFICIENT | DEVELOPING | BEGINNING | SCORE |
|-------------|--|--|--|--|-------|
| CRITERIA #1 | Description reflecting highest level of performance. | Description reflecting achievement of masterly level of performance. | Description reflecting movement toward mastery level of performance. | Description reflecting beginning level of performance. | |
| CRITERIA #2 | Description reflecting highest level of performance. | Description reflecting achievement of masterly level of performance. | Description reflecting movement toward mastery level of performance. | Description reflecting beginning level of performance. | |
| CRITERIA #3 | Description reflecting highest level of performance. | Description reflecting achievement of masterly level of performance. | Description reflecting movement toward mastery level of performance. | Description reflecting beginning level of performance. | |
| CRITERIA #4 | Description reflecting highest level of performance. | Description reflecting achievement of masterly level of performance. | Description reflecting movement toward mastery level of performance. | Description reflecting beginning level of performance. | |